

CALIFORNIA SCHOOLS

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CALIFORNIA SCHOOLS

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Superintendent of Public Instruction

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LOOKING TOWARD COMPETENCY IN AUDIO-VISUAL EDUCATION

FRANCIS W. NOEL, Chief, Division of Audio-Visual Education

Competency in the selection, utilization, and evaluation of audio-visual instructional materials is a prime requisite for the healthy development of the movement. Without it, audio-visual materials become the tawdry trappings of a "show" having no legitimate place in our schools.

Almost a quarter of a century ago Dr. Ben D. Wood of Columbia University and Dr. Frank N. Freeman, now Dean of the School of Education of the University of California, observed while conducting the Eastman motion picture research studies¹ that it is the teacher's skill in using these materials that makes them worthwhile or a waste of time. Regardless of improvements in the materials and other factors which are now operating, their observation is as true today as it was then.

On January 4, 1946, the California State Board of Education, recognizing the fundamental need for competency and skill on the part of teachers in the use of audio-visual materials, adopted the following regulation on recommendation of its Committee on Accreditation:

Institutions to be considered for approval to offer the training and to make the recommendation for the kindergarten-primary, general elementary, junior high school, general secondary and junior college credentials must, effective July 1, 1947, maintain a course, or the equivalent, of at least two semester-units in value in audio-visual-radio education and require that such course be successfully completed by each applicant for one or another of the credentials listed above.

This is an important step forward and in accordance with national trends. In the near future, California teacher-training institutions will give instruction in this field, which teachers and others have so long desired. Making this a requirement is but one step in a long procession of events which must follow if the goal of competency in teaching is to be reached.

What is meant by a two-unit course or equivalent in "audio-visual-radio education"? Does it mean operating a motion-picture machine, producing certain materials, broadcasting a radio program—or what? The answer lies in an acceptable interpretation of the regulation. The drafting of a detailed statement of what comprises competency in this field is the responsibility of qualified professional personnel. Inasmuch

¹ Ben D. Wood, and Frank N. Freeman, *Motion Pictures in the Classroom: An Experiment to Measure the Value of Motion Pictures as Supplementary Aids in Regular Classroom Instruction*. Boston: Houghton Mifflin Co., 1929, pp. 222-225.

as such a statement will represent the future basis of training in "audio-visual-radio education," it will be important to the long-range development of the movement in California.

A group of appropriate individuals including teachers, representatives of teacher-training institutions, supervisors of instruction, curriculum, and audio-visual education, and administrators will soon be preparing such a statement. They will have the co-operation of the American Council on Education, which is interested in this matter from a national standpoint. They will also welcome comments and suggestions from others who are actually using audio-visual materials and equipment. They would like to know specifically, on a basis of experience in school work, what should be included in such a statement, for instance: What minimum skills are needed to use "audio-visual-radio" materials? What do teachers need to know about "audio-visual-radio education" and its concepts? What preservice experience should they have in the classroom utilization of lantern slides, radio, motion pictures, exhibits, and so on? Suggestions may be sent to Francis W. Noel, Chief, Division of Audio-Visual Education, California State Department of Education, Sacramento 14, California.

DEPARTMENTAL COMMUNICATIONS_____

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

POLICY OF DEPARTMENT OF EDUCATION

The Superintendent of Public Instruction has established a policy to bring together at stated periods all of the heads of the several divisions and offices within the Department of Education. Until further notice the meetings will be held in Sacramento on the last Tuesday of each month and members of the staff will hold office hours in the Sacramento office of the Department on the Monday preceding the staff meeting, except that the meeting in February will be held on Thursday, February 21, and staff members will hold office hours on the preceding Wednesday. Appointments may be made by persons throughout the State in advance of this time, thus affording an opportunity to interview one or more of these division heads on the same day.

When staff members are out of their offices and in other sections of the state, they may be reached through the regional office for that territory.

The State Department of Education will follow the policy that all legal opinions on any issues involving any division of the State Department of Education shall emanate from the office of the Administrative Adviser or the Attorney General.

A master program of all major educational conferences held in California or elsewhere, or any meetings called by the State Department of Education, will be kept in the office of the Superintendent of Public Instruction. This will avoid unnecessary conflicts and provide a means for clearing dates of proposed meetings.

The State Department of Education has established the policy of directing communications to the chief administrator immediately responsible for the school contacted by any member of the Department.

CONFERENCE OF SECONDARY SCHOOL PRINCIPALS

The first annual conference of California secondary school principals since 1942 is scheduled to be held on April 15, 16, and 17, 1946. The theme of the conference will be "Design for Unity in Education." The meeting place and other details will be announced as soon as the arrangements are completed.

REGULATIONS RELATING TO REVOCATION OF CREDENTIALS

The attention of school officials is directed to subsection B of Section VII of Part I of the Rules and Regulations of the State Board of Education, which reads as follows:

B. The governing board of each school district shall immediately report to the secretary of the Board of Education the name and last known address of any employee of the district dismissed or who has resigned or otherwise left the service of the district for any reason stated in law as cause for the suspension or revocation of a credential issued by the State Board of Education together with all pertinent facts.

The Superintendent of Public Instruction wishes to urge upon every school official the professional obligation to make such information known to governing boards of local school districts.

Attention is also directed to a recent recommendation of the California Congress of Parents and Teachers that parents should be willing to testify and to have their children testify to facts known to them in connection with charges against teachers of immoral conduct involving school children.

DIVISION OF SECONDARY EDUCATION

FRANK B. LINDSAY, Chief

ACCREDITATION OF TECHNICAL INSTITUTES

A plan for accreditation of technical institute curriculums in the junior colleges and technical institutes of the nation was discussed at the Junior College Federation Conference in Bakersfield on December 7 and 8, 1945. The plan, which is under the general administration of the Engineers' Council for Professional Development, calls for visits of inspection to the junior colleges and other institutions offering such curriculums, on receipt of application from these institutions. A committee has been named for inspection of Region 8, which includes California Junior Colleges. After discussion the Conference voted to approve participation of its members in this plan.

The regional committee will address inquiries to junior colleges inviting them to present to the committee technical institute curriculums which they are now operating or expect to put into operation and to discuss the possible interest each institution has in having such curriculums accredited. Questions concerning the organization of each curriculum and the details of accrediting will be in order. These will be reviewed by the committee at a midwinter meeting. Inquiries may be addressed

to the committee, in care of Basil H. Peterson, Secretary, Glendale College, Glendale, California, or Baldwin M. Woods, Chairman, University of California, Berkeley, California.

DIVISION OF ELEMENTARY EDUCATION

HELEN HEFFERNAN, Chief

CONFERENCE ON DIRECTION AND IMPROVEMENT OF INSTRUCTION AND ON CHILD WELFARE

The regular annual meeting of supervisors and directors of instruction and child welfare will be held February 24-27, 1946 at Santa Cruz. Hotel Palomar will be headquarters for the conference.

The theme for the conference will be "Effective Techniques for the In-Service Education of Teachers." The program is planned to provide opportunity to share experiences related to methods of teacher guidance. A cordial invitation has been extended to superintendents, principals, persons engaged in teacher education, teachers, and interested patrons of public education to attend the sessions and participate in discussion.

The first session will be held Sunday evening, February 24.

DIVISION OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

Technical Practices in Petroleum Production. Course T-1, Vocational Training Courses, Petroleum Industry Series, Sponsored by the American Petroleum Institute. Sacramento: California State Department of Education, Bureau of Trade and Industrial Education, November, 1945. Pp. iv + 20.

This publication provides a topical outline for use of instructors of in-service vocational classes in technical production practices for workers in the petroleum industry. It was prepared under the direction of the Bureau of Trade and Industrial Education in co-operation with, and validated by, the Topical Committee on Vocational Training, Division of Production, American Petroleum Institute.

This course outline will be distributed free of charge to state directors and supervisors of vocational education, and to school districts in California having, or which are planning to have, courses in technical practices of petroleum production.

Guide for Planning a Homemaking Curriculum. Preliminary Draft, Sacramento: California State Department of Education, Bureau of Homemaking Education, 1946. Pp. x + 150.

This publication was prepared under the direction of the Bureau of Homemaking Education to meet requests from school administrators and homemaking teachers for assistance in planning the homemaking curriculum in secondary schools. Early in 1945 an advisory committee of home economists, working with the Chief of the Bureau of Homemaking Education, arranged for a summer workshop in homemaking education which they conducted at the University of California, Berkeley. Forty-five leaders in homemaking education throughout the state worked together from July 2 to 20, 1945, to develop the materials here offered. It is their recommendation that teachers evaluate this first draft of the *Guide* through actual classroom use, giving it careful consideration so that they will be prepared to offer constructive criticisms as a basis for later revision.

Copies of this publication are being distributed through the Bureau of Homemaking Education to city and county superintendents of schools, to district superintendents of high school and junior college districts, to the principals and the chairmen of homemaking departments of all day secondary schools, to supervisors of homemaking education in city school systems, and to heads of home economics departments and directors of teacher training in colleges and universities.

DIVISION OF READJUSTMENT EDUCATION

BUEL F. ENYEART, Chief

PUBLICATION FOR ADVISERS OF VETERANS

A 24-page bulletin entitled *A Guide to the Advisement of Veterans* has been prepared under the direction of the Division of Readjustment Education in co-operation with the Bureau of Occupational Information and Guidance and the Bureau of Vocational Rehabilitation. Publication of this bulletin was made possible through the co-operation of the California Veterans' Commission, Department of Military and Veterans' Affairs.

This publication was prepared to serve as a guide to those individuals who are advising veterans. It deals specifically with advisement and counseling. Suggestions are made for accumulating and disseminating information which the veteran needs and for effective interviewing, counseling, and referral. A terse synopsis of the functions of the major service agencies is also presented. The bulletin contains a list of basic references and sources of information. The references are grouped

according to main types of informational needs and are representative of the kinds of materials needed by a veterans advisement center. The appendix contains the agenda of the conference on advisement of veterans which was called by the Division of Readjustment Education and held at San Luis Obispo, February 12-23, 1945, as well as a directory of the co-operating agencies and representatives participating in the conference. Much of the material presented in this bulletin is a digest of the proceedings of the February conference.

Copies have been sent to each county co-ordinator of veterans advisement and to the veterans advisers of the high schools and junior colleges. Others desiring copies should send their requests to the Division of Readjustment Education at either of the following addresses: 933 Forum Building, Sacramento 14; or 1121 South Hill Street, Los Angeles 15.

INTERPRETATIONS OF SCHOOL LAW_____ ✓

ALFRED E. LENTZ, Administrative Advisor

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

APPELLATE COURT DECISIONS

Application of State Retail Sales Tax Act to Sales by School Districts

Public corporations and political subdivisions of the state are subject to the provisions of the Retail Sales Tax Act (Revenue and Taxation Code Sections 6001-7176). School districts are therefore subject to the Act and are liable for the payment of taxes under the Act on sales made by them in the course of their operation of tangible personal property such as buildings and improvements on real property acquired for school sites and equipment no longer needed for school purposes. (*Los Angeles City High School District v. State Board of Equalization of the State of California*, 71 ACA 658.)

Effect of Stipulation Relating to Compensation of Referee in Action Involving Salaries of Teachers to Which School District Is a Party

A stipulation between counsel for a school district and counsel for the teachers in a salary action leaving to the discretion of the court the fixing of the compensation of the referee appointed by the court, the district to pay such compensation, is binding when made in open court and taken down by the court reporter even though not entered in the minutes of the court, Code of Civil Procedure Sections 283 and 1023 not being to the contrary, but the stipulation does not continue to be enforced against the district after it develops that the manner in which the referee proposed to proceed would involve enormous expense, far greater than could have been anticipated at the time the stipulation was entered into. (*Harris etc., et al. v. Board of Education of the City and County of San Francisco et al.*, 72 ACA 54.)

ATTORNEY GENERAL'S OPINIONS

Employment of Speakers for Annual School Trustees Meeting

Under Education Code Sections 1101-1107, a county superintendent of schools may employ a person to address the annual meeting of school trustees provided for in said sections and pay him compensation from

the unapportioned county school fund when the speaker is reasonably necessary to effect the purpose for which the meeting is held. (AGO 45-190, 6 Ops. Cal. Atty. Gen. 112.)

Sale by School District of Real Property Not Required for Classroom Purposes

The governing board of a school district is not required by Education Code Section 18601 to sell real property of the district not needed for classroom purposes and such property may be kept by the district for recreation purposes under Education Code Section 24401. (AGO 45-328, 6 Ops. Cal. Atty. Gen. 297.)

Sale of Real Property by School District to City for Purposes of Community Recreation Enabling Act

The governing board of a school district may, notwithstanding Education Code Sections 18601-18614, sell property of the district to a city under Chapter 4 of Division 12 of the Education Code (Sections 24401 *et seq.*) without complying with Sections 18601-18614 where the city agrees to use the property for the purposes of Chapter 4 of Division 12 of the Education Code. (AGO 45-328, 6 Ops. Cal. Atty. Gen. 297.)

Leave Granted to Sue in Quo Warranto to Test Validity of Formation of Union Elementary School District

Where an application to the Attorney General for leave to sue a union elementary school district in a proceeding in the nature of quo warranto for the purpose of testing the validity of the formation of the district alleged that the petition presented to the county superintendent of schools under Education Code Section 2802 was not signed by a majority of the electors in each of the two contiguous districts named in the petition, that the election called by the county superintendent of schools was not properly noticed, that the appointment of the trustees of the district was invalid, and that the assessment and levy of taxes for the district were invalid, leave to sue is granted. (AGO 45-314, 6 Ops. Cal. Atty. Gen. 284.)

Residence in Training Center for Adult Blind as Residence Qualifying for Free Maintenance at Center

Under Section 3252 of the Welfare and Institutions Code, an inmate of the Training Center for the Adult Blind (Department of Education) becomes entitled to free maintenance at the Center after three years residence in California including residence at the Center. (AGO 45-286, 6 Ops. Cal. Atty. Gen. 242.)

**State Teachers Retirement Credit for Time Served as Physiotherapy
Aide in United States Army Medical Department in World War I**

Time served by a member of the State Teachers Retirement System as a Civilian Reconstruction Aide in Physiotherapy in the Medical Department of the United States Army during the first World War does not qualify for credit toward retirement under Education Code Section 14449. (AGO 45-306, 6 Ops. Cal. Atty. Gen. 290.)

**Right of State Agency to Join National
Association and Pay Dues and Assessments**

A State agency may join an association of State officers and pay the regular dues thereof under the general grant of authority vested in all State agencies to acquire those tools necessary to enable it to perform its duties. The agency may also pay special assessments of the association provided such assessments are limited in amount by the association or by the terms of the membership agreement. (AGO NS5662, 6 Ops. Cal. Atty. Gen. 276.)

FOR YOUR INFORMATION_____

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at the regular quarterly meeting held in San Francisco on January 4 and 5, 1946.

Regulations Governing Evening Schools and Classes for Adults. The Board amended Paragraphs E 4 a (1) (a), E 4 a (1) (b) and E 8 of Section XIV of Part I of its Rules and Regulations, and added Paragraph E 9, to read as follows:

E. Separate Evening Schools

4. Administration

a. Minimum time assignment of principals

- 1) The governing board of a school district must require each principal of an evening school to be on duty during the time the school is in session and to devote to evening school administration and supervision the following minimum time, which includes the time the school is in session:
 - a) In a school furnishing supervisory and administrative services for an estimated average daily attendance of from 40 to 200 units, a minimum of one-half time assignment of the principal must be made. This time shall be devoted to administration and supervision of the approved school and classes for adults held in connection therewith.
 - b) In a school furnishing supervisory and administrative services for an estimated average daily attendance of more than 200 units, the assignment of a full-time principal must be made.
8. An evening high school or evening junior college may be classified as a separate school for apportionment purposes when the total combined average daily attendance in such school and in classes for adults held in connection therewith is not less than forty units. Additional separate evening high schools or evening junior colleges may be established, and will be approved by the Division, only when conditions of attendance, geographical location, character of the program, and hours during which classes are conducted justify the organization of another separate evening high school or evening junior college.
9. In evening high schools three clock hours of attendance shall constitute one day of attendance.

NOTE: The complete text of Section XIV on Evening Schools and Classes, as adopted by the State Board of Education on October 5, 1945, was published in the November, 1945, number of *California Schools*, pages 228-231. The complete Section, with amendments as here indicated, has been published in leaflet form. Copies will be sent upon request from the Division of Textbooks and Publications, Sacramento 14, or the Division of Adult and Continuation Education, 311 California State Building, Los Angeles 12.

Audio-Visual Education. Upon recommendation of its Committee on Accreditation, the Board added Section C to Part II, Section III of its Rules and Regulations, to read as follows:

- C. Standards to be maintained by a teacher education institution as prerequisite to consideration for approval of the institution to give the training and to make the recommendation for the kindergarten-primary, general elementary, junior high school, general secondary, and junior college credentials.
 - 1. Institutions to be considered for approval to offer the training and to make the recommendation for the kindergarten-primary, general elementary, junior high school, general secondary and junior college credentials must, effective July 1, 1947, maintain a course or the equivalent of at least two semester units in value in audio-visual-radio education and require that such course be successfully completed by each applicant for one or another of the credentials listed above.

Tribute to Walter F. Dexter. The Board passed a resolution of tribute to the memory of the late Dr. Walter F. Dexter and approved a recommendation for dedicating in his honor a new building at California Polytechnic School. The text of the resolution follows.

The State Board of Education of California, at this its first meeting since the death of Dr. Walter F. Dexter, pays grateful tribute to his memory.

As Superintendent of Public Instruction and Director of Education from February, 1937, to October, 1945, Dr. Dexter gave loyal service to the people, and especially to the children, of California, his idealism, courage, devotion to truth, and rich love of humanity distinguishing him as a leader in the field of public education.

As Secretary and Executive Officer of the Board, Dr. Dexter held the respect and affection of its members, who wish to preserve in the record of their transactions this simple testimony to their loss of a friend.

In order to give more enduring form to these expressions and as a permanent tribute to his memory, this Board approves the recommendation made jointly by the President of California Polytechnic School and the Superintendent of Public Instruction that the new building being presently erected on the campus of the California Polytechnic School be dedicated to the memory of Walter F. Dexter, and that the same be henceforth known as the Walter Friar Dexter Library Building.

Appointment to Curriculum Commission. The Board approved the reappointment, by Superintendent of Public Instruction Roy E. Simpson, of John F. Brady, Associate Superintendent of Schools of San Francisco, to the State Curriculum Commission for the four-year term ending August 29, 1949.

Arithmetic Textbooks. On recommendation of the State Curriculum Commission the Board authorized a call for bids for arithmetic textbooks for grades one to eight, to be issued not later than March 15, 1946.

APPOINTMENT OF STATE COMMISSION ON SCHOOL DISTRICTS

The 1945 Legislature created a State Commission on School Districts to consist of the Superintendent of Public Instruction and eight lay members to be appointed by the Governor. The Governor has recently announced his appointments to the Commission, and the membership of the Commission is as follows:

GILBERT H. JERTBERG, Fresno, member of California State Board of Education,
Chairman

JOHN J. ALLEN, JR., Oakland, long-time member and president of Oakland Board of Education; one of the leaders in the organization of the California School Trustees Association. Recently Lieutenant Commander U. S. N. R.

ARTHUR S. CRITES, Bakersfield

MRS. ROSCOE J. GRANGER, Toyon, Shasta County, past president of the 26th District Parent-Teacher Association and now State officer in the California Congress of Parents and Teachers, Rural Extension

EDWARD L. HARDY, San Diego, former president of San Diego State College; for many years member of the San Diego Board of Education

DAVID H. JONES, Auburn, manager Auburn office of the Pacific Gas and Electric Company; member of governing board of Placer Joint Union High School District; director of California State Trustees Association

MRS. EDWARD SHEARER, Ventura, past president Ventura County (12th District) Parent-Teacher Association

WALTER WELLS, Los Angeles, member of Citizens Advisory Committee on Readjustment Education

ROY E. SIMPSON, Superintendent of Public Instruction and Director of Education

The Commission serves until October 1, 1949, at which time its powers and duties are taken over by the State Board of Education. The powers and duties of the Commission and provisions relating to unification and other reorganization of school districts are set forth in Chapter 1273 of the Statutes of 1945, consisting of Education Code Sections 4871 to 4991.¹

¹ *Laws of 1944 and 1945 Relating to the California Public School System.* Bulletin of the California State Department of Education, Vol. XIV, No. 2, August, 1945, pp. 13-24.

TEXTBOOK SHORTAGE

The following statement regarding availability of textbooks was prepared by the California Bookmens Association.

The past three years have been difficult, troublesome years for the schools of California and of the nation. Shortages of trained teachers, of school supplies and equipment, and even of basic textbooks have plagued administrators and teachers in carrying out the educational program. It is now evident that the teacher shortage will be the first of these to be relieved.

Textbook publishers have expressed their appreciation of the co-operation of schools in getting orders in early and for the patience that teachers and administrators have shown with delays in the receipt of orders. The publishers believe that school people have realized the difficulties under which all publishers worked during the war. Some of these handicaps were:

1. Despite the fact that textbook publishers use but 2 per cent of all book paper manufactured, they were cut from 15 per cent to 25 per cent of the amount of paper by weight used by each company during the year 1942. Because of the very greatly increased use of paper by various governmental agencies, with priority on the supply, not enough paper pulp could be produced to supply the book publishers in all cases with the quotas to which they were entitled.

2. No consideration was given to the importance of educational publishing. Textbook publishers were cut as greatly in their paper supply as were, for example, publishers of pulp magazines.

3. Paper allotments were not made on a full year basis, but by quarters, with the consequence that manufacturing schedules were difficult to plan or maintain. Delays in the securing of paper aggravated the problem of getting books to the schools on time.

4. In each new printing of a standard book, 10 per cent less paper by weight was required by the WPB, causing difficulty in maintaining standards.

5. Manufacturing problems were augmented by difficulties in securing trained labor, in securing book cloth, in securing machine parts for repairs, and in purchasing of any new machines.

MANY CONTINUING SHORTAGES

Unfortunately, the recent removal of governmental restrictions on paper and cover cloth does not mean that textbooks will become immediately plentiful. A recent authoritative survey indicates that there will be shortages of paper, cover cloth, skilled labor, and new machinery to replace worn-out machinery, throughout 1946.

In other words, manufacturing conditions beyond the publishers control will still exist for months to come. The textbook publishers hope, therefore, that school administrators and teachers will continue to get their book orders in early, well ahead of the time when the books are needed in the classroom, and that they will continue to be patient over delays in receiving books that have been ordered.

SUSAN B. ANTHONY DAY, FEBRUARY 15, 1946

Education Code Section 8157 designates February 15 of each year, the anniversary of the birthday of Susan B. Anthony, as Susan B. Anthony Day, and provides that "all public schools and educational institutions shall observe this day with suitable exercises, directing attention to the development of the political and economic status of women in the United States through the efforts of Susan B. Anthony."

POSTWAR PLANS OF SCHOOL BOARD ASSOCIATIONS

The National Council of State School Board Associations, organized in 1940 with Mrs. I. E. Porter of Bakersfield, Executive Secretary of the California School Trustees Association, as organizing president, met recently in Springfield, Illinois, to formulate a program for postwar activities and to elect new officers.

A restatement by the new President, Arthur J. Crowley, of the purposes of the National Council as contained in its constitution reads as follows:

1. To work for the general advancement of education for the youth of the United States and its possessions
2. To study the educational program of the different states and disseminate this information
3. To work for the most efficient and effective organization of the public schools
4. To work for the adequate financial support of the public schools
5. To study educational legislation proposed in Congress to the end that the various state school board associations may be informed of such legislation.

Executive officers and members of the California School Trustees Association have been actively interested in the National Council of State School Boards Associations, and similar organizations in other States realize that although free public education should be available to all boys and girls of the nation, there are many states and areas which offer very meager educational opportunities to young citizens. School board members, as the elected representatives of the people, must assume certain responsibilities for better equalization of the support of public education

as well as for the improvement of opportunities in certain states. This has been the motivating purpose in the organization of more than twenty state associations of school board members. Such state associations have proven of great value in the stimulation of public interest in education. Mrs. Porter, as the retiring president of the national council, will continue to serve on the executive committee.

With an executive committee representative of various areas of the United States it will be possible to reflect interest and developments in educational fields to school board members who have hitherto been too widely separated to permit any exchange of information.

YEARBOOK ON COMMUNITY LIVING

The Twenty-fourth Yearbook of the Department of Elementary School Principals of the National Education Association, entitled *Community Living and the Elementary School*, has recently been distributed. The publication reports successful elementary school programs centered in community life. The opening chapter—Part I, “Relating Elementary Education to Community Life”—deals with the philosophy underlying the improvement of learning through the community approach to educational planning. It was prepared by John E. Brewster of the George Peabody College for Teachers. Fifty other authors have contributed articles for the volume, which are arranged under the following headings: Part Two, “Enriching the Curriculum from Community Resources”; Part Three, “Building Community Understanding of the School”; Part Four, “Meeting New Community Needs”; and Part Five, “Adventuring in School-Community Co-ordination.”

This yearbook is published as the first number of the current volume of *The National Elementary Principal: Bulletin of the Department of Elementary School Principals* (Vol. XXV, No. 1, September, 1945), and is included with five other numbers for membership or subscription fee of \$3.00 per year. Single copies of the yearbook are priced at \$2.00.

GUIDE TO COUNSELING MATERIALS

Guide to Counseling Materials: Selected WMC Publications Useful to School and Adult Counselors, a joint publication in May, 1945, of the U. S. Office of Education and the Bureau of Training of the War Manpower Commission, aims to bring before schools and adult counselors the materials published by the various bureaus and services of the War Manpower Commission. The publications listed in the *Guide* are useful to state supervisors of occupational information and guidance, city and county directors of guidance, counselors of veterans and other adults, school and public librarians.

Copies of this 42-page publication may be secured from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C., for 15 cents each.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION

On November 16, 1945, the constitution of a new and vitally important specialized agency of the United Nations was signed by representatives of forty-four nations and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) was launched; it will be officially in operation as soon as twenty nations approve the constitution. For nations which accept the constitution later, the date of their acceptance will mark the time for the entry into force of the constitution as it affects them.

The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science, and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language, or religion, by the Charter of the United Nations.

PREAMBLE OF CONSTITUTION OF UNESCO

The Governments of the States Parties to this Constitution on behalf of their peoples declare that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed;

That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of man and races;

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern;

That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which would secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

For these reasons, the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives;

In consequence whereof they do hereby create the United Nations Educational, Scientific, and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.

SPECIAL REPORT ON MAPS

A report on Maps, Map Series and Services has recently been released by a committee of the American Library Association. It is published in the October, 1945, issue of the Association's *Subscription Books Bulletin*, a quarterly publication which has since 1930 evaluated subscription books, encyclopedias, and other reference-type books for librarians, teachers, and other book-buyers. The war has spurred interest in map materials and schools are facing a problem in selecting those maps which best fill their specific needs. The committee's report reviews and evaluates about fifty maps and map series, most of which are intended for classroom use.

Copies of this issue of *Subscription Books Bulletin* (Vol. 16, No. 4, October, 1945) may be obtained from the American Library Association, 520 North Michigan Avenue, Chicago 11, Illinois, for fifty cents each. The annual subscription price is \$2.

NEW FILMS ON WOODWORKING

The release of 41 new training films on precision wood machining, covering many specific subjects from the simplest skills necessary to operate a wood lathe to the complex problems faced by an experienced patternmaker, was announced recently by the U. S. Office of Education.

Ten of the new films dealing with an experienced patternmaker's problems show how a patternmaker "thinks through" a particular problem—how he analyzes specifications, considers possible methods, weighs their advantages and limitations, decides upon the best method, then designs and constructs the pattern.

The films, all of which are 16 mm. sound, were produced for the U. S. Office of Education by the Jam Handy Organization, Detroit; Photo and Sound, San Francisco; and R.C.M. Productions, Hollywood. Accompanying each film is a 35 mm. silent filmstrip and a 12-page teaching guide. The films range in price from \$19 to \$29 each. They may be purchased from visual education dealers or directly from Castle Films, Inc., 30 Rockefeller Plaza, New York 20, N. Y. The filmstrips are \$1.00 each; the teaching guides are furnished without charge.

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